



The Tools

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Tool I: Instructions for Creating a Memorandum of Understanding

Developing and implementing an outcome-oriented SRO performance evaluation requires that law enforcement and school personnel collaborate to improve school safety. A Memorandum of Understanding (MOU) is an agreement between the law enforcement agency and the school that facilitates collaboration by defining the roles and responsibilities of the individuals and the organizations involved in the effort.

The MOU should address the following issues:

- **Collaboration objectives** that outline the purpose of the collaboration
- **Roles and responsibilities** of the individuals and organizations participating in the effort
- **Data sharing parameters** that detail which data will or will not be shared among the individuals and agencies participating in the effort, and how data will be shared
- **A communication strategy** outlining how project information will be communicated to and between the collaboration partners
- **A timetable** with major project milestones and dates

The MOU should be developed collaboratively by school and law enforcement representatives. It should be signed by the chief or sheriff of the law enforcement agency and the principal of the participating school. Furthermore, all collaboration participants should be familiar with the specifics of the MOU.

Outcome-Oriented School Resource Officer Performance Evaluation Memorandum of Understanding Between Apple Valley Police Department and Apple Valley High School

The **Apple Valley Police Department** (referred to hereinafter as the "P.D.") and **Apple Valley High School** (referred to hereinafter as the "School") hereby enter into a Memorandum of Understanding for the development and implementation of an outcome-oriented performance evaluation process for the School Resource Officer (SRO) working in the School.

Collaboration Objectives

- To involve the SRO, SRO supervisor, school administrators, and customers of the SRO to set school safety goals for the School and brainstorm about activities the SRO can do to achieve these goals
- To develop outcome-oriented, school-specific SRO performance evaluation measures
- To monitor the activities of the SRO to ensure that activities lead to the desired outcomes
- To assess whether the SRO achieves the expected results
- To integrate the outcome goals into the SRO's performance evaluation
- To use the findings to improve school safety in future years

Roles and Responsibilities

The P.D. is committed to involving the SRO, the SRO's supervisor, school staff, students, parents, and others with an interest in safety at the School in setting school safety goals for the SRO to strive to achieve through his/her role as educator, problem-solver and law enforcement/safety specialist. The P.D. will support the project and team members by committing the SRO to participation and an SRO supervisor to oversee the effort, providing relevant police data, assisting in the design and implementation of any data collection instruments and data analyses, providing meeting space as needed, and donating refreshments for three meetings. The findings from this process will be incorporated into the SRO's performance evaluation.

The School is committed to involving the SRO, SRO supervisor, school staff, students, parents, and others with an interest in safety at the School in setting school safety goals for the SRO to strive to achieve. The school will support the project and team members by committing an assistant principal to coordinate the school resources, providing relevant school data, assisting in the design and implementation of any data collection instruments and data analyses, providing meeting space, providing supplies such as paper and flip charts, and donating refreshments for at least one meeting.

Team Leader: The Team Leader for this project will be _____ (SRO supervisor). The Team Leader will act as primary liaison and communicator with the Core Group and the Customer Team Members.

Core Group: Officer _____ (SRO), Sergeant _____ (SRO supervisor), and _____ (Assistant Principal) will serve as the Core Group. The Core Group will act as champions to the project, oversee project direction, conduct initial outreach with Customer Team Members, and assist with data collection and analysis efforts as needed.

Customer Team Members: Customer Team Members may include parents, students, school administrators, teachers, school counselors, deans of students, custodians and other school staff or others with a vested interest in safety at the School. They will be selected by the Core Group and are school safety customers of the SRO. Also included are representatives from both the P.D. and the School that can provide expertise in data collection and analysis. Customer Team Members will participate in at least three customer meetings over the course of the school year and may help with data collection, data analysis, or implementing activities to reduce crime and disorder problems.

Data-Sharing Agreement

Students' privacy rights must be maintained. No individual-identifying data will be revealed to collaboration participants as a group. This agreement includes information that is learned from data-gathering techniques such as surveying and interviews. Any surveys that are conducted will be completed anonymously.

Data findings will be shared at project meetings. The school principal or assistant principal, SRO, and SRO's supervisor will be provided an opportunity to review the data and offer any necessary corrections or caveats before its presentation to the customer group.

Communication Strategy

Monthly conference calls, and when necessary, e-mail exchanges will occur between the Team Leader and the Core Group. Conference calls will address the current project tasks as well as future project tasks. Every effort will be made to review project progress and check progress against the project timetable.

Communication will occur at least quarterly with the Customer Team Members to ensure that members are kept up to date and involved in the project. The customer meetings may serve as members' quarterly updates.

Communication with other communities, such as other schools and law enforcement agencies, will be made on an ad hoc basis. Communication with the media must be reviewed by the Team Leader and approved by the executives of the School and the P.D.

Project Timetable

Major milestones of the project include:

March 2005:	Select Customer Team Members
March 2005:	Prepare initial meeting logistics
March 2005:	Hold first customer team meeting
April 2005:	Prepare for second team meeting
April 2005:	Conduct second customer meeting
May 2005:	Collect baseline data
Sep. 2005–April 2006:	SRO implements activities
May 2006:	Collect follow-up data
June 2006:	Convene last customer meeting for the school year

Signature: _____ Date: _____
Chief of Police

Signature: _____ Date: _____
School Principal

Tool 2: Sample Invitation Letter

Date _____

Dear _____:

The _____ (Law Enforcement Agency) and _____ (School) invite you to participate in a School Resource Officer (SRO) Performance Measures Customer Meeting. The purpose of this meeting is to engage SROs, SRO supervisors, and their customers in a process over the next school year to set school safety priorities for the SRO and to incorporate results and outcomes into the SRO's performance evaluation.

This is a new and exciting effort. Although SROs and other community policing officers serve a wide range of customers and perform expanded roles and responsibilities compared with those traditionally performed by police, performance evaluations do not always reflect these expanded roles, nor have customers been part of the process before now.

Why Do It?

The police department and school seek to better understand the safety needs in the school, from the perspective of those attending and working in the school daily, and plan to tailor the SRO's activities to best meet those needs.

What's in It for You?

As a participant of the SRO Performance Measures Customer Meeting, you have an opportunity to speak for yourself and represent others like you regarding what you want your SRO to do to improve and maintain a safe school environment. This is a chance to shape how we measure success for SROs. We ask that you commit to participating in an initial meeting and at least two others over the next year.

First Customer Meeting Specifics

You are invited to participate in the first customer meeting to be held on _____ (date) from _____ to _____ (time) at _____ (location). Refreshments will be provided. During the meeting, we will discuss the following questions:

- 1) What school safety goals do you want the SRO (perhaps in partnership with others in the school) to accomplish?
- 2) What activities might the SRO perform to accomplish the school safety goals?
- 3) What data or information can we use to determine whether the activities are being performed and the goals are being accomplished?

Please contact me with questions and to confirm your attendance. I can be reached at _____ (phone number) or _____ (e-mail). I look forward to meeting you and working with you throughout this very exciting new project.

Sincere regards,

(Signature of SRO, SRO Supervisor and/or SA who is leading the effort)
(Title)

Tool 3: Sample Contact Information Sheet

Customer Meeting Attendee List

School: _____

Date: _____

Law Enforcement Agency: _____

Contact Information Sheet

<p>Name:</p> <p>Affiliation (i.e., parent, student, school administrator, SRO, SRO supervisor, teacher, etc.):</p> <p>Telephone:</p> <p>Preferred time of contact: Daytime/Evening</p> <p>E-mail:</p>	<p>Name:</p> <p>Affiliation (i.e., parent, student, school administrator, SRO, SRO supervisor, teacher, etc.):</p> <p>Telephone:</p> <p>Preferred time of contact: Daytime/Evening</p> <p>E-mail:</p>
<p>Name:</p> <p>Affiliation (i.e., parent, student, school administrator, SRO, SRO supervisor, teacher, etc.):</p> <p>Telephone:</p> <p>Preferred time of contact: Daytime/Evening</p> <p>E-mail:</p>	<p>Name:</p> <p>Affiliation (i.e., parent, student, school administrator, SRO, SRO supervisor, teacher, etc.):</p> <p>Telephone:</p> <p>Preferred time of contact: Daytime/Evening</p> <p>E-mail:</p>
<p>Name:</p> <p>Affiliation (i.e., parent, student, school administrator, SRO, SRO supervisor, teacher, etc.):</p> <p>Telephone:</p> <p>Preferred time of contact: Daytime/Evening</p> <p>E-mail:</p>	<p>Name:</p> <p>Affiliation (i.e., parent, student, school administrator, SRO, SRO supervisor, teacher, etc.):</p> <p>Telephone:</p> <p>Preferred time of contact: Daytime/Evening</p> <p>E-mail:</p>

Tool 4: Meeting One Agenda

School Name: _____

Law Enforcement Agency: _____

Date: _____

- I. Welcome and introductions
- II. Brief project summary:
 - Goals and milestones of the effort
 - Goals of the meeting
- III. Establish the rules of brainstorming:
 - Everyone participates
 - Stay on topic
 - Go for volume: Piggyback on other ideas
 - Be creative
 - Accept all responses: No discussion, criticism, or analytical comment until time is called
- IV. SRO shares what he or she does in a typical day and what he or she is trying to accomplish with each activity.
- V. Discussion: What outcome goals do you want the SRO to accomplish in your school over the course of the school year?
- VI. Organize the ideas, eliminate duplicates, and post them on the walls.
- VII. Recap: Is there anything that you want the SRO to do or to accomplish that has not been mentioned?
- VIII. SRO and supervisor: Do any of the goals conflict with contracts, policies, or other constraints? If so, mark them from the list.
- IX. Prioritize 3–4 outcomes: What is the SRO most directly responsible for and what is most important to you? (See Step 4, Part B: Tips for Establishing Consensus)
- X. Discussion: What measures can tell you whether the goals are accomplished? Identify data sources for each of the measures.
- XI. Discussion: What activities do you anticipate the SRO will undertake to accomplish the goals? Delete any activities from the list that the SRO cannot conduct due to policy or legal constraints.
- XII. Next steps:
 - Identify tasks, task doers, and timeline
 - Select second meeting date and time

Tool 5: Sample Outcomes Table with Measures

<i>Outcome 1:</i> _____ _____ _____ _____ _____	<i>Outcome 2:</i> _____ _____ _____ _____ _____	<i>Outcome 3:</i> _____ _____ _____ _____ _____	<i>Outcome 4:</i> _____ _____ _____ _____ _____
Measures of Success			

Tool 5: Sample Outcomes Table with Measures

<p>Outcome 1: Reduce theft from locker rooms during gym class.</p>	<p>Outcome 2: Reduce male students' fear of being beaten up in the boys' restrooms during class changes.</p>	<p>Outcome 3: Decrease drug use in the student parking lot during school hours.</p>	<p>Outcome 4: Increase teachers' knowledge about the signs and symptoms of gang membership.</p>
Measures of Success			
<p>School incident data: Reduction in reported incidents of theft from the locker rooms during gym class hours.</p>	<p>Survey of male students: Reduction in reported fear of being beaten up if one uses the boys' restrooms.</p>	<p>School disciplinary referrals: Decrease in the number of school referrals of students who are caught using drugs in the parking lot during school.</p>	<p>Survey of teachers: Increase in teachers' knowledge of signs and symptoms of gang membership.</p>
<p>Police crime reports: Reduction in the average reported value of items stolen from locker rooms during gym class hours.</p>	<p>School incident data: Reduction in the number of reported incidents of fights or assaults in the boys' restrooms.</p>	<p>Police crime reports: Decrease in the number of police reports of students using drugs in the parking lot.</p>	
<p>Survey of students: Increase in knowledge of theft prevention strategies for reducing locker room theft.</p>		<p>Survey of students: Increase in students' knowledge of the health and legal consequences of drug use in the parking lot.</p>	
<p>Survey of students: Increase in the use of theft prevention strategies (e.g., locks, leaving certain items at home).</p>		<p>Survey of students: Decrease in self-reports of drug usage in the student parking lot.</p>	

Tool 6: Sample Activities Table

	Outcome 1: _____ _____ _____ _____ _____	Outcome 2: _____ _____ _____ _____ _____	Outcome 3: _____ _____ _____ _____ _____	Outcome 4: _____ _____ _____ _____ _____
<i>Educate</i>				
<i>Increase Access to SRO</i>				
<i>Counsel or Mentor Students</i>				
<i>Interaction with School Personnel</i>				
<i>Enforce Laws/Solve Crime</i>				
<i>Run/Oversee Programs</i>				

Tool 6: Sample Activities Table

	Outcome 1: Reduce theft from locker rooms during gym class.	Outcome 2: Reduce male students' fear of being beaten up in the boys' restrooms during class changes.	Outcome 3: Decrease drug use in the student parking lot during school hours.	Outcome 4: Increase teachers' knowledge about signs and symptoms of gang membership.
<i>Educate</i>	Number of presentations on theft prevention/target hardening to students, teachers, coaches, school staff, etc.	Number of presentations on fighting and bullying and how to reduce victimization. Number of methods (student announcements, articles in newsletters) used to educate students on reducing victimization from fights and bullying.	Number of presentations to students on the health and legal consequences of drugs. Number of presentations to staff on symptoms of drug use. Number of written approaches (school newsletter articles, Web site postings, posters).	Number of in-service trainings for teachers on gang signs and symptoms, number of brochures/materials distributed to teachers.
<i>Increase Access to SRO</i>		Number of office hours kept weekly, number of parent conferences with parents of bullies/perpetrators.	Number of parent conferences for students using/selling drugs.	Create mechanism (e-mail, office hours) for teachers to interact with the SRO on what they observe.
<i>Counsel or Mentor Students</i>	Number of students for whom SRO provides counseling regarding theft.	Number of male students counseled for bullying/fighting. Number of peer mediations facilitated and proportion of students followed up about their well-being.	Number of students referred to professional counselor/substance abuse treatment.	
<i>Interaction with School Personnel</i>	Number of meetings with school personnel (i.e., custodian, gym teacher) regarding theft prevention and issues.		Attendance at school safety committee meetings.	Number of staff that participate with SRO in quarterly meetings with local anti-gang and youth-oriented community associations to work together and learn about the nature of gangs and current trends.
<i>Enforce Laws/Solve Crime</i>	Time spent patrolling locker rooms. Number of theft reports investigated.	Time spent patrolling boys' restroom. Crime prevention through environmental design analysis of bathroom areas.	Number of arrests for drug use/sales in parking lot during school. Amount of time spent patrolling the parking lot during school.	
<i>Run/Oversee Programs</i>	Number of Crime Stoppers announcements/posters/flyers distributed.	Number of students on Varsity Patrol.	Time spent directing problem-solving project with students and staff on drug use in parking lot.	

Tool 7: School Safety Resource List

All of the publications on this list are available in Adobe Acrobat format on the CD-ROM version of this guide. You may also download many of the publications from www.cops.usdoj.gov or call the U.S. Department of Justice Response Center at 1-800-421-6770 to request a copy.

General School-Safety Resources from the COPS Office and Other Government Agencies

- Outcome-Oriented SRO Performance Measures: Learning from a Pilot Study
- Collaboration Toolkit: How to Build, Fix, and Sustain Productive Partnerships
- Creative Partnerships: Supporting Youth, Building Communities
- School COP Software (www.schoolcopsoftware.com)
- Guide to Using School COP to Address Student Discipline Problems
- Problem-Solving Tips: A Guide to Reducing Crime and Disorder through Problem-Solving Partnerships
- Using Analysis for Problem-Solving: A Guide for Law Enforcement
- Assessing Responses to Problems: An Introductory Guide for Police Problem-Solvers
- Early Warning, Timely Response: A Guide to Safe Schools
- Risk and Protective Factors of Child Delinquency

Problem-Specific Resources

- Bullying in Schools: Problem-Oriented Guide No. 12
- Addressing the Problem of Juvenile Bullying
- A Parent's Quick Reference Card: Recognizing and Preventing Gang Involvement
- Graffiti: Problem-Oriented Guide No. 9
- Disorderly Youth in Public Places: Problem Oriented Guide No. 6
- Underage Drinking: Problem-Oriented Guide No. 27
- Theft of and From Cars in Parking Facilities: Problem-Oriented Guide No. 10

Other Helpful CD-ROM Resources from the COPS Office

You may obtain the following CD-ROMs by contacting the Department of Justice Response Center at 1-800-421-6770.

School Safety (2005)

Contains 8 COPS school safety and youth violence publications, over 30 links to other government publications, and links to school safety related documents and resources.

Problem-Oriented Guides for Police (2004)

Contains 30 problem-specific guides addressing topics from acquaintance rape of college students to underage drinking.

Community Policing for America's Future: National Community Policing Conference (2004)

Contains conference proceedings and materials from the National Community Policing Conference hosted by the COPS Office in cooperation with the Community Policing Consortium.

Community Policing in Action (2003)

Contains the video "Community Policing at Work" and 7 helpful resources about community policing, problem solving, schools, ethics, technology, homeland security issues, as well as promising practices from the field.

Tool 8: Meeting Two Agenda

School Name: _____ Law Enforcement Agency: _____

Date: _____

- I. Welcome
- II. Review the meeting purpose: Refine the priority outcomes and activities.
- III. Review the priorities agreed to during Meeting 1 and the types of activities the SRO may do.
- IV. Review data findings: Identify the high-frequency types of incidents and how the prioritized incidents compare in frequency.
- V. Discuss and agree to any changes to priorities.
- VI. If priorities change, establish new data sources and activities.
- VII. Decide the importance of each priority outcome compared with the others and assign a degree of importance so that the sum of priorities equals 100.
- VIII. Estimate the percentage influence that the SRO has on each priority compared with other people (e.g., teachers, parents, deans).
- IX. Review and finalize outcome measures and data sources.
 - Is the data feasible to collect?
 - Does the data accurately measure whether or to what degree the goal is met?
- X. Summarize activities expected of the SRO.
- XI. Assign tasks:
 - Draft survey
 - Implement survey
 - Analyze survey findings
 - Gather baseline data
 - Create activity log
 - Set timelines and points of contact
- XII. Establish a plan for implementation:
 - Timing of SRO activities (after collecting baseline data)
 - Frequency and mode of communication and feedback with customer group
 - Means of sharing survey and baseline data findings and with whom they will be shared
 - SRO/Supervisor progress meetings

Tool 9: Sample Survey Questions

A survey may be used to gauge individuals' perceptions, attitudes, or behaviors. A survey is particularly helpful when routine data is not captured about the topic or if a particular crime or disorder problem is underreported in official data or is difficult to detect. The following are sample survey questions for students, school faculty and staff, and parents that can be adapted for your specific outcome goals. This is not an exhaustive list.

Most often, surveys are administered prior to the start of the implementation period. The same survey is readministered at the end of the period to show changes that may have occurred. You may use the wide range of sample questions below as a starting point to design your survey(s). However, you must tailor your survey questions to fit your specific outcomes and population. Please review the tips for survey development in Step 7 before designing your surveys.

General Questions for Students or Faculty and Staff

Interaction with SRO

Do you know who Officer {name} is?

☐ Yes

☐ No

Over the past school year, about how often have you interacted with Officer {name}?

☐ Every day

☐ About weekly

☐ About monthly

☐ Once or twice a semester

☐ Never

☐ Don't know Officer {name}

Please give us your opinion of the assistance provided by Officer {name} during this school year (2004–2005).

(Circle one for each category)

	Extremely Unhelpful	Mostly Unhelpful	Somewhat Helpful	Mostly Helpful	Extremely Helpful	
Classroom/assembly presentations	1	2	3	4	5	Don't know
One-on-one help with a problem	1	2	3	4	5	Don't know
Being accessible (in office, halls, etc.)	1	2	3	4	5	Don't know
Patrolling campus	1	2	3	4	5	Don't know

Safety

How safe do you feel while on campus at {school name}? (Circle one)

Extremely Unsafe	Mostly Unsafe	Somewhat Safe	Mostly Safe	Extremely Safe
1	2	3	4	5

How fearful are you of becoming a victim of crime while on campus at {school name}? (Circle one)

Extremely Afraid	Mostly Afraid	Somewhat Afraid	Slightly Afraid	Not Afraid at All
1	2	3	4	5

Student Survey Questions

The following sample questions are designed for junior high or middle school students. The questions should be revised for younger or older students, as needed.

Student Background Information

Note: When collecting background information for students, use questions that will tell you more about the problem, and whether it may be related to a specific group, but limit the use of background questions when the answers compromise confidentiality of the respondent.

What grade are you in?

☐ 6th grade

☐ 7th grade

☐ 8th grade

What is your gender?

☐ Female

☐ Male

In which school-sponsored activities do you participate? *(Check all that apply)*

☐ Student government

☐ Academic honor society

☐ Sports

☐ Clubs (drama club, yearbook club, Spanish club, Destination ImagiNation®)

☐ Crime prevention (Crime Watch, Varsity Patrol, S.A.V.E., Drug Awareness Council, School Safety Committee)

☐ Social service (peer mediation, Teen Court, S.A.D.D.)

☐ Band, orchestra, or chorus

☐ Other: _____

Crime Reporting

How comfortable do you feel reporting a crime that happens on campus to Officer *{name}* or other school official? *(Circle one)*

Very Uncomfortable	A Little Uncomfortable	Moderately Comfortable	Mostly Comfortable	Extremely Comfortable
1	2	3	4	5

How clear is it to you what kind of problems or incidents should be reported to Officer *{name}* or another school official? *(Circle one)*

Very Unclear	Mostly Unclear	Moderately Clear	Mostly Clear	Extremely Clear
1	2	3	4	5

At {school name} last year, please place a check in the box if you participated, were the victim of, or witnessed any of the following on campus? Also please check the box if you reported the incident to a school official.

	Participated in	Victim of	Witnessed	Reported to School Official
Theft from lockers				
Theft from vehicles				
Bullying				
Graffiti				
Fights				
Weapons possession				
Drug use				
Drug sales				
Alcohol use				

Questions regarding a specific problem (drugs, gangs, theft, etc.)

How likely are you to recognize gang behavior/activity? *(Circle one)*

Very Unlikely 1	A Little Unlikely 2	Moderately Likely 3	Most Likely 4	Extremely Likely 5
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How fearful are you of being a victim of gang fights or other gang violence on school grounds? *(Circle one)*

Extremely Afraid 1	Mostly Afraid 2	Somewhat Afraid 3	Slightly Afraid 4	Not at All Afraid 5
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How fearful are you of being threatened by other students as you travel to and from school? *(Circle one)*

Extremely Afraid 1	Mostly Afraid 2	Somewhat Afraid 3	Slightly Afraid 4	Not at All Afraid 5
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How fearful are you of being hurt if you enter the restroom by yourself? *(Circle one)*

Extremely Afraid 1	Mostly Afraid 2	Somewhat Afraid 3	Slightly Afraid 4	Not at All Afraid 5
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This year, about how often did you see the following at {school name}? *(Circle the closest answer)*

a. Students showing gang colors or hand signs

Every Day 1	About Weekly 2	About Monthly 3	Once or Twice a Semester 4	Never 5	Don't Know Gang Colors/Signs 9
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b. Tagging with gang symbols on school property

Every Day 1	About Weekly 2	About Monthly 3	Once or Twice a Semester 4	Never 5	Don't Know Gang Symbols 9
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c. Fights because of a person's ethnicity, race, or affiliation with a group

Every Day 1	About Weekly 2	About Monthly 3	Once or Twice a Semester 4	Never 5	Don't Know 9
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d. Illegal drug activity

Every Day 1	About Weekly 2	About Monthly 3	Once or Twice a Semester 4	Never 5	Don't Know 9
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Has someone offered or attempted to sell you drugs in the parking lot at {school name} in the past 3 months?

☐ Yes

☐ No

If someone is intimidating, threatening, or bullying you on campus, what are some things that you could do about it?

SRO Relationships

How comfortable do you feel approaching Officer {name} for assistance, other than reporting a crime? *(Circle one)*

Very Uncomfortable 1	A Little Uncomfortable 2	Moderately Comfortable 3	Mostly Comfortable 4	Extremely Comfortable 6	Don't Know Officer {name} 9
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Faculty and Staff Survey Questions

How could collaboration between school staff and Officer {name} be improved at {school name}?

How comfortable do you feel seeking assistance from Officer {name} on a student-related issue? *(Circle one)*

Very Uncomfortable 1	A Little Uncomfortable 2	Moderately Comfortable 3	Mostly Comfortable 4	Extremely Comfortable 5	Don't Know Officer {name} 9
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How helpful has Officer {name} been in crisis and safety planning? *(Circle one)*

Not at All Helpful 1	A little Helpful 2	Somewhat Helpful 3	Mostly Helpful 4	Extremely Helpful 5	Not Applicable 9
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How familiar are you with the steps that can be taken to prevent students from joining a gang? *(Circle one)*

Not at All	Mostly	Somewhat	Mostly	Extremely
Familiar	Unfamiliar	Familiar	Familiar	Familiar
1	2	3	4	5

How likely are you to recognize gang behavior/activity? *(Circle one)*

Very	Mostly	Moderately	Most	Extremely
Unlikely	Unlikely	Likely	Likely	Likely
1	2	3	4	5

How familiar are you with the warning signs that a student may be in a gang? *(Circle one)*

Not at All	Mostly	Somewhat	Mostly	Extremely
Familiar	Unfamiliar	Familiar	Familiar	Familiar
1	2	3	4	5

Parent Survey Questions

Parent surveys can be useful to gauge parents' reactions to SRO presentations and activities. Furthermore, they can gain information on parents' levels of understanding of their children related to school crime issues.

Do you know who Officer *{name}* is?

☐ Yes

☐ No

Over the past school year, about how often have you interacted with Officer *{name}*?

☐ Every day

☐ About weekly

☐ About monthly

☐ Once or twice a semester

☐ Never

☐ Don't know Officer *{name}*

If you have interacted with Officer *{name}*, please indicate how helpful that interaction was for you. *(Circle one)*

Extremely	Mostly	Somewhat	Mostly	Extremely	Not
Unhelpful	Unhelpful	Helpful	Helpful	Helpful	Applicable
1	2	3	4	5	9

Please use the following scale to respond to each statement by writing the number that corresponds to your opinion.

1 – Very Poor 2 – Poor 3 – Satisfactory 4 – Good 5 – Excellent

1. Officer *{name}*'s presentation/training was:

a) _____ in meeting my expectations.

b) _____ in teaching me to recognize the warning signs of drug use.

c) _____ in preparing me to take steps if my child shows warning signs of drug use.

d) _____ in providing helpful resources that I can turn to as needed.

2. Please rate the knowledge of Officer *{name}* on drug use, and prevention and intervention strategies_____.

Tool 10: Sample Activity Log

Note: Tailor your activity log to the types of activities recommended by the customer group to address your priority outcomes. This sample is based on the outcomes and activities presented in Tools 5 and 6. You will want to include any other activity data that is routinely required by the department or school, such as arrest data. This sample log is a weekly log. If the SRO takes good notes throughout the month, monthly logs are also acceptable.

School _____ SRO: _____ For ____ / ____ / ____ through ____ / ____ / ____

Presentations by SRO

Topic	Number of Presentations	Grade and Number of Students Who Attended	Number of Staff Who Attended	Number of Parents Who Attended
Fighting				
Bullying				
Drug consequences				
Theft prevention				
Gangs				

Material Dissemination by SRO (e.g., flyers, e-mails, newsletter article, TV spot)

Topic	Type (e-mail, flyer, etc.)	Target Audience	Number Disseminated
Fighting			
Bullying			
Drug consequences			
Theft prevention			
Gangs			

School Programs

Program	Event	Number of Students Participating	Number of Staff Participated	Outcome or Notes
Varsity Patrol				
Problem-solving project				

Administrative Duties

Topic	Monday	Tuesday ¹	Wednesday	Thursday	Friday	Totals
	(Time Spent or Number of Times)					
Office hours						
Patrol halls						
Patrol boys' restrooms						
Patrol parking lot						
Patrol locker rooms						
School Safety Committee meeting						
Anti-gang meeting						
Other meeting:						

Conferences with Students or Parents

Topic	Number of Conferences	Number of Students Participated	Number of Parents Participated	Involved Mediation (Yes or No)	Referral (Yes or No)
Fighting					
Bullying					
Selling Drugs					
Using Drugs					
Theft					

Notes:

Arrests/Other Reports

Enforcement Activity	Offense Description and Number	Total Number
Calls for service		
Crime reports		
Arrests		
Warrant attempts		
Searches		
Weapons recovery		

Additional details or comments about activities or events that may impact SRO role or safety outcomes:

Tool 10: Sample Activity Log

School: Apple Valley High School

SRO: Officer Dan Smith For 01/03/05 through 01/07/05

Presentations by SRO

Topic	Number of Presentations	Grade and Number of Students Who Attended	Number of Staff Who Attended	Number of Parents Who Attended
Fighting	1	10th grade 35 students	1 teacher	
Bullying				
Drug consequences				
Theft prevention				
Gangs	1		12 teachers	

Material Dissemination by SRO (e.g., flyers, e-mails, newsletter article, TV spot)

Topic	Type (e-mail, flyer, etc.)	Target Audience	Number Disseminated
Fighting			
Bullying			
Drug consequences	Poster	All students	1 at parking lot exit
Theft prevention			
Gangs	Brochure on symptoms of gang membership/e-mail with photographs of gang symbols	Teachers at faculty meeting/all teachers with a school e-mail account	12 brochures/ 50 e-mails

School Programs

Program	Event	Number of Students Participating	Number of Staff Participated	Outcome or Notes
Varsity Patrol	Patrol halls	10		2 students each day during class change—split school in half
Problem-solving project				

Administrative Duties

Topic	Monday	Tuesday	Wednesday	Thursday	Friday	Totals
(Time Spent or Number of Times)						
Office hours	2 hours	2 hours	2 hours	2 hours	1.5 hours	9.5 hours
Patrol halls	Class changes (5 times)	Class changes (5 times)	Class changes (3 times)	Class changes (4 times)	Class changes (5 times)	Average = 4.4 times each day
Patrol boys' restrooms	Once	Once	Twice	Once	Twice	Average = 1.4 times each day
Patrol parking lot	Once	Once	Once	Once	Once	Once daily
Patrol locker rooms						
School Safety Committee meeting						
Anti-gang meeting						
Other meeting:						

Conferences with Students or Parents

Topic	Number of Conferences	Number of Students Participated	Number of Parents Participated	Involved Mediation (Yes or No)	Referral (Yes or No)
Fighting	5	4	3	Yes: 2 mediations with 2 students each	No
Bullying	1	2		Yes: bullying victim and bully	No
Selling Drugs					
Using Drugs	2	1	1	No	Yes
Theft					

Notes: A separate conference was held with the student and the student's mother about the student's use of marijuana in the student parking lot. The student was counseled on the legal and health consequences of marijuana use and on the impact on families. The mother was provided with a substance abuse referral and also provided with information about the health consequences of marijuana use and impact on families. The officer who transported the student to juvenile lock-up shared with me some details offered by the student on the source of the drugs. I continue to follow-up on this tip.

Arrests/Other Reports

Enforcement Activity	Offense Description and Number	Total Number
Calls for service		
Crime reports	Thefts, 2 Drug use, 1	3
Arrests	Drug use, 1	1
Warrant attempts		
Searches		
Weapons recovery		

Additional details or comments about activities or events that may impact SRO role or safety outcomes:

Tool II: SRO/Supervisor Discussion Questions

Questions for the SRO to address:

Over the last 2 months...

What outcomes have you been working on?

What activities have you implemented to work toward the outcomes?

For each of the activities, what level of effort have you applied (superior, good, average, below average, no effort)?

Is there anything that you did that you think was particularly helpful or successful in addressing the outcomes? (Describe)

From your perspective, what impact, if any, was made on each of the outcomes over the last 2 months? Specify what information leads you to believe an impact has been made (e.g., observations by the SRO, review of school or police data, feedback from school staff). If no impact was made, describe why you think an impact has not been made.

Is there anything that has occurred in the city/county/school/department, etc., that may impact the outcomes or prevent, change or limit your ability to conduct activities in support of the outcomes (e.g., changes in school policy, crises, weather)? If so, how may these events impact the percentage influence that you can have over specific outcomes?

Is there something that you wanted to do in support of the outcomes, but have not? Why not?

Is there anything that you did over the last 2 months that you would do differently, if you had the opportunity?

Have you collaborated with others to address the outcomes? If so, please describe how that collaboration has worked.

Is there anything that you need to continue working on the outcomes (e.g., training, resources, materials, intervention by the supervisor)? From whom do you need the assistance?

Questions for the supervisor to address:

Over the last 2 months, from your observations or interactions with the SRO or feedback from SRO customers...

How has setting outcome goals impacted the activities of the SRO?

Is there anything that you think the SRO did that was particularly helpful or successful in addressing the outcomes?

What impact, if any, has the SRO made on each of the outcomes? Specify what information leads you to believe an impact has been made (e.g., personal observations, review of school or police data, feedback from school staff). If no impact was made, describe why you think an impact has not been made.

Is there anything that has occurred in the city/county/school/department, etc., that you believe may impact the outcomes or prevent, change or limit the SRO's ability to conduct activities in support of the outcomes (e.g., changes in school policy, crises, weather)? If so, how may these events impact the percentage influence that the SRO can have over specific outcomes?

What changes, if any, do you recommend the SRO make to the approaches being implemented to address the outcomes?

What support will you offer the SRO over the next 2 months (e.g., training, mentoring, intervention with school staff or customers, resources)? Are there other resources you recommend that the SRO pursue?

As the supervisor, is there anything that you need to continue supporting the SRO (e.g., training, resources, materials)? How and when will you obtain those resources?

Tool 12: Sample Report of Priorities and Activities

School: Apple Valley High School
SRO: Officer Dan Smith

Outcome Goal 1: Reduce theft from locker rooms during gym class.

Conclusion: No significant change in the number of thefts, nor was there a change in the value of items stolen.

Measure 1:

School incident data: Number of reported incidents of theft from the locker rooms during gym class hours.

This Year: 28 thefts from the locker rooms during gym class were reported. This represents 45% of all reported thefts and 3.5% of all incident reports.

Last Year: 29 thefts from locker rooms during gym class were reported. This represents 45% of all reported thefts and 3.6% of all incident reports.

The data shows a difference of one theft from locker rooms during gym class this year compared with last year. This difference is negligible. The proportion of locker room thefts to all reported thefts did not change, nor did the proportion of locker room thefts compared with all reported incidents. Furthermore, no statistically significant change occurred.

Measure 2:

Police crime reports: Average reported value of items stolen from locker rooms during gym class hours.

This Year: The most commonly reported item stolen this year was a cell phone, valued from \$50 to \$100 and averaging \$65. In fact, 20 cell phones were reported stolen. The average value of all items stolen was \$52.39.

Last Year: The most commonly reported item stolen this year was a cell phone, valued from \$50 to \$100, averaging \$65. In fact, 20 cell phones were reported stolen. The average value of all items stolen was \$53.86.

The data shows a difference of \$1.47. This amount is negligible.

Activities:

Educate: No activities to report.

Increase Access to/Interaction with the SRO: No activities to report.

Mentor Students: No activities to report.

Collaborate with School Personnel or Other Law Enforcement Personnel: No activities to report.

Enforce Laws/Solve Crimes: Officer Smith took reports from students who reported thefts.

Run/Oversee Programs: No activities to report.

Outcome Goal 2: Reduce male students' fear of being beaten up in the boys' restrooms.

Conclusion: The number of fights in the boys' bathrooms was reduced by 43%, and the level of reported fear of using the boys' bathrooms declined as well, with 20% of male students being mostly or extremely afraid last year and dropping by 15% this year among male students.

Measure 1:

Pre- and postsurvey comparison of male students: Student reported fear of being hurt if one uses the boys' restrooms.

	Extremely Afraid	Mostly Afraid	Somewhat Afraid	Slightly Afraid	Not Afraid at All
This Year	0% (0)	5% (8)	10% (15)	25% (38)	60% (90)
Last Year	5% (8)	15% (23)	10% (15)	20% (30)	50% (75)

This year, significantly fewer male students reported being afraid to use the boys' restroom out of fear of being beaten up. This year, only 5% of male students reported being extremely afraid or mostly afraid, compared with 20% last year. Furthermore, 10% more male students reported feeling no fear at all. These differences are also statistically significant.

Measure 2:

Police crime incident data: Number of reported incidents of fights or assaults in the boys' restrooms.

This Year: 32 fights or simple assaults reported in the boys' restrooms. This represents 4% of all incident reports and 20% of all fights this year. The number of incidents represents a 43% reduction in the number of fights from last year.

Last Year: 56 fights or simple assaults reported in the boys' restrooms. This represents 7% of all incident reports and 30% of all fights.

Fights in the boys' restrooms were reduced by 43% from the prior year, yet the size of the population of boys at school remained about the same. The data also show a 3% reduction in the proportion of fights in the bathroom, compared with all incidents, and a 10% reduction to the proportion of fights in the bathroom out of all reported fights. These reductions are statistically significant as well.

Anecdotal Information:

One student wrote a letter to Officer Smith thanking him for intervening in an ongoing bullying situation. Threats were often made in the boys' restrooms. The student wrote that he has been able to improve his grades during the last quarter because he is not always worried about being bullied.

Activities:

Educate: 12 presentations in health classes to 360 students on fights and bullying, how to cope, and reducing one's chances of being a victim; wrote and published an article in the parents' newsletter instructing parents on how to teach their children tips for dealing with aggression and conflict.

Increase Access to/Interaction with the SRO: Maintained an average of 2 office hours daily when students were permitted to stop by to report problems or seek help; held 32 telephone conferences with the parents of aggressors of the fights in the boys' bathrooms.

Mentor Students: Held 50 student conferences about fights in the boys' bathrooms with the aggressors and those attacked in the boys' bathrooms; facilitated mediation between 10 students regarding ongoing bullying issues; maintained a close mentoring relationship with four bullies and two victims throughout the school year.

Collaborate with School Personnel or Other Law Enforcement Personnel: Spoke with the teachers in classrooms adjacent to and across from the restrooms and convinced them to take turns standing in the hallway during class changes.

Enforce Laws/Solve Crimes: Patrolled the hallways during class changes and immediately before and after school, stepping into the boys' bathrooms at least once each day.

Run/Oversee Programs: Oversaw the Varsity Patrol Program with 15 student participants who rotated patrol duty, reporting problems to the SRO by radio.

Outcome Goal 3: Decrease drug use in the student parking lot during school hours.

Conclusion: Partial success. The number of school referrals for drug use, the number of police reports of students using drugs in the parking lot, and students' self-reporting of drug usage in the student parking lot did not significantly change. However, surveys of students revealed that students' knowledge about the health and legal consequences of drug use increased.

Measure 1:

School disciplinary referrals: Number of students referred for using drugs in the student parking lot during school.

This Year: 16 students received disciplinary referrals for drug use in the student parking lot. This represents less than 1% of all students.

Last Year: 14 students received disciplinary referrals for drug use in the student parking lot. This represents less than 1% of all students.

The difference of two students is negligible. Furthermore, any increase in the number of referrals may be related to school staff who are better educated about the symptoms of drug use and therefore more observant and more likely to identify drug use in the parking lot and make a referral. In context with the police crime reports and student self-reports, this measure shows no significant change.

Measure 2:

Police crime reports: Number of reports of drug use in the parking lot at the school address.

This Year: 18 crime reports for drug use in the school parking lot.

Last Year: 17 crime reports for drug use in the school parking lot.

Comparing the number of crime reports against the number of students referred by the school, it is likely that some students were caught using drugs more than once. The difference of one reported crime is negligible.

Measure 3:

Pre- and postsurvey comparison of students: Knowledge of the health and legal consequences of drug use.

This Year: Students recalled an average of 10 different health and/or legal consequences of drug use.

Last Year: Students recalled an average of 2 different health and/or legal consequences of drug use.

Students recalled substantially more drug use consequences on the posttest survey than the pretest survey.

Measure 4:

Pre- and postsurvey comparison of students: Students' self-reports of illegal drug use in the student parking lot.

This Year: 20 students self-reported using drugs in the student parking lot this year.

Last Year: 21 students self-reported using drugs in the student parking lot this year.

The difference of one self-reported student is negligible. Comparing the number of self-reports to the number of students receiving disciplinary referrals suggests that some students used drugs in the parking lot and were not caught by a school official, that students interpreted "illegal drugs" differently than school officials, or that some students falsely reported using drugs in the school parking lot on the survey.

Activities:

Educate: Made 15 presentations—one to each ninth grade health class—about the legal and health consequences of drug use. Hung posters throughout the school about the health effects of drug use. Presented the symptoms of drug use to teachers during a faculty meeting.

Increase Access to/Interaction with the SRO: Held 16 parent telephone conferences about students caught using drugs in the parking lot to discuss the consequences of drug use, symptoms of drug use, and resources to help users become clean. SRO held another six telephone conferences with parents of students who were close friends of those 16 students to discuss the symptoms of drug use and let them know that their children had been seen hanging out with students caught using drugs.

Mentor Students: No activities to report.

Collaborate with School Personnel or Other Law Enforcement Personnel: SRO referred 16 students for substance abuse treatment.

Enforce Laws/Solve Crimes: SRO made 16 arrests for drug use in the parking lot during school hours. Patrolled the student parking lot periodically throughout the lunch periods.

Run/Oversee Programs: No activities to report.

Outcome Goal 4: Increase teachers' knowledge about the signs and symptoms of gang membership.

Conclusion: Teachers' knowledge of the signs and symptoms of gang membership increased.

Measure 1:

Pre- and postsurvey comparison of teachers: knowledge of the signs and symptoms of gang membership.

		Extremely Unlikely	Most Unlikely	Somewhat Likely	Most Likely	Extremely Likely
Recognize Gang Hand Signs	This Year	18%	9%	18%	36%	19%
	Last Year	56%	22%	11%	11%	0%
Recognize Gang Symbols	This Year	18%	8%	30%	35%	8%
	Last Year	35%	15%	49%	1%	0%
Recognize Warning Signs (mannerisms, attitude, friends, clothing, etc.)	This Year	5%	15%	40%	20%	20%
	Last Year	40%	19%	16%	20%	5%

Teachers consistently reported an increased likelihood of recognizing the signs and symptoms of gang membership, across all three measures.

Activities:

Educate: Officer Smith conducted two in-service trainings for teachers during faculty meetings on the signs and symptoms of gang membership. He provided brochures at both meetings.

Increase Access to/Interaction with the SRO: Several times during the school year, Officer Smith forwarded e-mails to the teachers of photographs of gang symbols portrayed in local graffiti.

Mentor Students: No activities to report.

Collaborate with School Personnel or Other Law Enforcement Personnel: No activities to report.

Enforce Laws/Solve Crimes: No activities to report.

Run/Oversee Programs: No activities to report.

Tool 13: Agenda for Last Customer Meeting for the School Year

School Name: _____

Law Enforcement Agency: _____

Date: _____

- I. Welcome
- II. Report findings:
 - Outcome measures results
 - Activities conducted
 - Present measures of “quality” of activities performed
 - Mention any extenuating circumstances (for example, changes to the school policies, SRO assignment, city/county occurrences that may have influenced the outcomes or activities performed)
 - Present other crime/disorder data for the school year
- III. Discussion: What are your reactions to this information?
 - Any suggestions/possible explanations for why these outcomes were or were not achieved?
 - Discuss the outcome findings within the context of other crime/disorder data for the school year.
- IV. Discussion of lessons learned:
 - In hindsight, would you change either the activities or the outcome goals?
 - In hindsight would you change the measures or sources of data used to determine influence on the outcomes? (Did the findings represent what you believe has really happened?)
 - Any other lessons learned?
- V. Discussion: Using the outcome data and the general school incident data for the year, set new priorities for next year, establish appropriate outcome measures and data sources, and propose activities for the SRO to conduct.

Tool 14: Tables to Integrate Outcomes into Evaluation

Refer to Step 11 for information about how to integrate outcomes into the SRO's performance evaluation. The tables below are provided to make your calculations as easy as possible. Samples of completed tables are provided to remind you how to complete each table.

Table 3

Priority Outcome	Assigned Degree of Importance (Sum total = 100)	Estimated % Influence by the SRO (Each may be up to 100%)	Points Allocated to the Achievement of the Outcome (Importance x % Influence)
1.			
2.			
3.			
4.			
TOTAL	100		_____ possible points (sum the column)

Sample Table 3

Priority Outcome	Assigned Degree of Importance	Estimated % Influence by the SRO	Points Allocated to the Achievement of the Outcome
Thefts in the locker room	20	65%	20 x .65 = 13
Fear of being beaten up	30	80%	30 x .80 = 24
Drug use in the parking lot	40	50%	40 x .50 = 20
Teachers' knowledge of gang signs and symptoms	10	90%	10 x .90 = 9
TOTAL	100		66 possible points

Table 4

Outcome Finding	% of Points to Award for Outcome Achievement
Achieved outcome	100%
Partially achieved the outcome	80%
No change on the outcome	60%
Outcome changes for the worse	0%

Table 5

Priority Outcome	Result (From data analysis)	Finding (Achieved outcome, partial success, no change, outcome worsened)	% Points Awarded (from Table 4)
1.			
2.			
3.			
4.			

Sample Table 5

Priority Outcome	Result	Finding	% Points Awarded
Thefts in the locker room	Number of thefts and value of items stolen did not change	No Change	60%
Fear of being beaten up	Number of fights in the bathroom reduced	Outcome achieved	100%
Drug use in the parking lot	No change in the number of referrals or police reports for drug use, but students reported an increased understanding of the health and legal consequences of drug use	Partial success	80%
Teachers' knowledge of gang signs and symptoms	Teachers' reported an increased understanding of the gang signs and symptoms	Outcome achieved	100%

Table 6

Assess the SRO's Level of Effort on Each Outcome	Bonus % Points for Effort
Superior effort	+ 10%
Good effort	+ 5%
Average effort	0%
Below average effort	- 5%
No effort	- 10%

Table 7

Priority Outcome	Points Possible (from Table 3)	Outcome Finding % (from Table 4)	Bonus for Effort (from Table 6)	Points Awarded (Points possible x [outcome finding % + bonus % for effort])
1.				
2.				
3.				
4.				
TOTAL	100			_____ points earned (sum the column)

Sample Table 7

Priority Outcome	Points Possible (Table 3)	Outcome Finding % (Table 4)	Bonus for Effort (Table 6)	Points Awarded (Points possible x [outcome finding % + bonus % for effort])
Thefts in the locker room	13	No change (60%)	No effort (-10%)	13 x (60% - 10%) = 6.5 points
Fear of being beaten up	24	Outcome achieved (100%)	Superior (+10%)	24 x (100% + 10%) = 26.4 points
Drug use in the parking lot	20	Partial success (80%)	Good (+5%)	20 x (80% + 5%) = 17 points
Teachers' knowledge of gang signs and symptoms	9	Outcome achieved (100%)	Average (0%)	9 x (100% + 0%) = 9 points
TOTAL	66 points possible			58.9 points earned ÷ 66 points possible = 89%

Overall Performance Evaluation Score: _____ %
 (total points earned ÷ total points possible)

Tool 15: Contact List For Further Information

Circle Solutions, Inc.
 8280 Greensboro Drive, Suite 300
 McLean, VA 22102
 www.circlesolutions.com
 Tammy Rinehart Kochel, Project Director
 703-821-8955
tkochel@circlesolutions.com

Naperville, IL	Neuqua Valley High School (IL) 630-428-6000 Officer Erin Gibler, SRO Maree Russavage, Assistant Principal	Naperville Police Department (IL) 630-420-6666 erin_gibler@ipsd.org maree_russavage@ipsd.org
Bosie, ID	Capital High School (ID) 208-322-3875 Officer Richard Baranco, SRO Jon Ruzicka, Principal	Boise Police Department (ID) 208-377-6500 dbaranco@cityofboise.org jon.ruzicka@boiseschools.org
Rochester, NY	East High School (NY) 585-288-3130 Officer Korey Brown, SRO Officer Ron Rafferty, SRO Officer Moses Robinson, SRO Kathryn Colicchio-Wygal, Assistant Principal	Rochester Police Department (NY) 585-428-7070 kb0917@cityofrochester.gov rr0243@cityofrochester.gov mr0928@cityofrochester.gov kathy.colicchio@rcsdk12.org
Rochester, NY	John Marshall High School (NY) 585-458-2110 Officer Dwayne Snead, SRO Toyia Wilson, Assistant Principal	Rochester Police Department (NY) 585-428-7070 invchess@aol.com toyia.wilson@rcsdk12.org
St. Lucie County, FL	Forest Grove Middle School (FL) 772-468-5885 Deputy Phil Fackler, SRD Deputy Mildred Mitchell Brown, SRD Sergeant Dave Trimm Charles Cuomo, Principal	St. Lucie County Sheriff Department (FL) 772-462-7300 fack329@juno.com mitchellmildred@stluci.k12.fl.us dtrimm@stluciesheriff.com cuomoc@stlucie.k12.fl.us
Port St. Lucie, FL	St. Lucie West Middle School (FL) 772-785-6630 Deputy Greg Dampier, SRD Sergeant Marc Dimeo, former SRO Officer Rob Arensen, SRO Helen Roberts, Principal	Port St. Lucie Police Department (FL) 772-344-4278 dampierg@stlucie.k12.fl.us mdimeo@cityofpsl.com rarensen@cityofpsl.com hroberts@stlucie.k12.fl.us



FOR MORE INFORMATION:

**U.S. Department of Justice
Office of Community Oriented Policing Services
1100 Vermont Avenue, NW
Washington, DC 20530**

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